

# **THE DIFFICULTIES IN TEACHING ENGLISH TO THE FOURTH GRADE STUDENTS OF MI NEGERI SUKOHARJO**



## **FINAL PROJECT REPORT**

**Submitted as Partial Requirement in Obtaining Degree in the English  
Diploma Program, Faculty of Letters and Fine Arts,  
Sebelas Maret University**

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**ENGLISH DIPLOMA PROGRAM  
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Final Project report:

**THE DIFFICULTIES IN TEACHING ENGLISH TO THE FOURTH GRADE  
STUDENTS OF MI NEGERI SUKOHARJO**

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## MOTTO

- 🍏 *God changes not what is in people, until they change what is in themselves. ---KORAN*
- 🍏 *Never give up on what you really want to do.  
The person with big dreams is more powerful than one with all the facts.  
-----H. Jackson Brown, Jr*
- 🍏 *It is only with the hearth that one can see rightly; what is essential is invisible to the eye. ----SAINT- EXUPÉRY*
- 🍏 *Don't look for the other's mistakes but look for your mistakes.  
You will understand the meaning of apology and forgiveness.*
- 🍏 *A choice is a part of our life.*

## DEDICATION

I would like to dedicate this final project to:

- \* My beloved Mom and Dad
- \* My beloved little sisters
- \* My best friends
- \* All people giving me spirit and support

## **PREFACE**

First of all the writer wants to say Thanks to Allah SWT who has given me ideas and luck in my life. Therefore, the writer can finish the final project report entitled “The Difficulties in Teaching English to the Fourth Grade Students of MI Negeri Sukoharjo”

This final project report is written by the writer to fulfill the requirement in obtaining the degree in English Diploma Program after the writer finished the job training in MI Negeri Sukoharjo. It explains the difficulties in teaching English to the fourth grade students and the solution to handle the problems.

The writer would like to thank to all people who have helped me and given me support to finish my final project. The writer cannot finish this final project report without their help.

The writer hopes that this final project report can be useful for all readers. This final project is still far from being perfect. Therefore, any suggestions and comments are accepted.

Sukoharjo, June 2010

Yuniati Ulfah Milatasari

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*Bismillahirrahmanirrahim*

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12. My friends in English Diploma 2007, especially class B. I like you because you are funny and unique people.
13. Thanks for all people who gave me support & spirit and helped me during writing this final project report.



## **ABSTRACT**

**YUNIATI ULFAH MILATASARI, 2010. THE DIFFICULTIES IN TEACHING ENGLISH TO THE FOURTH GRADE STUDENTS OF MI NEGERI SUKOHARJO, English Diploma Program, Faculty of Letters and Fine Arts, Sebelas Maret University.**

This final project report was written based on the writer's job training in MI Negeri Sukoharjo. The objectives of this final project report are to identify the difficulties in teaching English to the fourth grade students of MI Negeri Sukoharjo and to give the solutions of the problems.

The difficulties faced by students such as mispronunciation and writing, less motivation. The difficulties faced by the writer such as time management, handling big class, understanding the material and handling the students.

To solve the student's difficulties, the students should practice English pronunciations continually and develop their self-motivation. The teacher also gives spirit and good feedback to them. To solve the writer's problems, the writer should make not only the main plan but also another plan before teaching, make a strategy by doing activities and giving assignment in-group to handle big class, make the teaching process more interesting and creative and has a rule in class.

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background**

English is an international language. Many countries use English as their national language. Now, many books, newspapers, magazines, films, electrical equipments use English to inform the information. Many foreigners do business and vacation in Indonesia. Therefore, Indonesian should be able to communicate in English.

Indonesian government encourages English to be taught in elementary schools. The children get English lesson early. Therefore, they are ready to face the globalization era. In elementary schools, the students learn Basic English such as simple words and simple sentences. They learn how to pronounce English words, how to spell English words and how to write English words. English lesson in elementary schools is a strong foundation that will be an advantage in their later studies. If the teachers do not teach carefully, it gives bad influence on their student's language and behavior.

Teaching English is difficult, especially to the young learners. Young learners learn mother tongue and English at the same time. There are differences between mother tongue and English. They are culture, spelling, pronunciation and grammar. The young learners are confused to differentiate between mother tongue and English. In learning new language, the young learners learn what they see and what they hear because they are difficult to imagine something. Generally,

children are more emotional than the adult is. They are afraid and shy to show their feeling. They are also easy to be bored and uncooperative so they have short attention. Sometime, they do not understand what the teachers say because the children's world and the adult's world are different. In the school, the teachers should give attention and teach patiently and creatively to the students.

The teaching activities can run effectively if the teacher and students can support each other in the teaching process. The teacher masters the material, teaches in good way, and can handle the students. Then, the students pay attention and have positive attitudes in class. In fact, some teachers get difficulties in the teaching process. Some students are uncooperative and passive. Therefore, teaching activities are not effective.

The writer was interested to have the job training in MI Negeri Sukoharjo because in this school, English lesson has been given from the first grade until the sixth grade. The writer focused on the fourth grade students because the writer found some difficulties faced both by the writer and by the students. The writer got difficulties in understanding the material and handling big class. The students of the fourth grade have learned English since they were the first grade. Some of them are confused between spoken and written English. This condition made them bored in class. They became uncooperative and passive students.

Based on the job considering training experience, this final project report is entitled **“The Difficulties in Teaching English to the Fourth Grade Students of MI Negeri Sukoharjo”**.

## **B. Objectives**

Based on the background above, the objectives of this report are:

1. To find out the difficulties faced by the writer in teaching the fourth grade students of MI Negeri Sukoharjo
2. To find out the difficulties faced by the students of the fourth grade in MI Negeri Sukoharjo
3. To give solutions to the difficulties in teaching English to both the English teacher and the students

## **C. Benefits**

The writer hopes that this final project report will be beneficial to:

1. English teachers in Elementary schools

This final project is expected to give references for the English teachers in elementary schools. They get the solution to the problems in English teaching activities.

2. The readers

This final project can give knowledge about teaching English in elementary schools.

# **CHAPTER II**

## **LITERATURE REVIEW**

### **A. Teaching**

According to Brown, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2000: 7). Another definition comes from Harrison and Gown, teaching means developing in our pupils the ability to organize and clarify their ideas in term of known truth (Harrison and Gown, 1962: 15). Alvin W. Howard also gives definition of teaching. He said that teaching is an activity that tries to help someone to acquire, change or develop skills, attitudes, ideals, appreciations and knowledge (Howard, 1968: 18).

From the definitions above, it can be concluded that teaching is some activities done to transfer the knowledge and improve the ability by helping and guiding the students. Therefore, the students understand something and can revise their ideas and attitudes.

In teaching process, the students need a teacher to help them in their study. A teacher is a vital person who influences the student's development because the teacher teaches knowledge and skill that needed by the students. The teacher also teaches behavior to her students. Moreover, to be a good teacher is not easy. A good teacher should make her lessons interesting and have a positive sense (Harmer, 1998: 1-2). For that reason, the students will be interested, love and enjoy the lesson. They also will have high enthusiasm to join the class. A good teacher also loves her job and has good personality (Harmer, 1998: 1-2). It means the teacher has high spirit in her self to transfer her knowledge to the students. She explains the material in good ways and personality because she knows the

teaching's way can influence the student's development. Sometimes, in the class some students ask unpredictable question to the teacher. They hope the teacher can answer and explain their question. Therefore, the teacher should have lots of knowledge to answer unpredictable question (Harmer, 1998: 1-2). A teacher must have a willingness to be a good teacher. This willingness can support the teacher to improve their ability, their sense and their creativity in the teaching process. A good teacher is needed to create the high quality students.

In good teaching, the teachers must pay attention to their voice and their body language (Brown, 2001: 194). The voice of teachers needs to be heard by the whole class. The voice can influence the situation of class and understanding the meaning. Their voice should be clear and varied. These conditions make the students understand easily what the teachers say. The teachers must pay attention not only their voice but also body language. Body language is very powerful. The teacher's body language can influence situation in class. Motionless can make the students bored. If the teachers have less eye contact with their students, the teachers cannot know the student's attention and feeling. The teachers also show high spirit and enthusiasm in their face. It can make the interesting atmosphere.

In successful teaching, the teachers have an important role to attract the students love and have spirit to learn the subject. They also have an important role to make an effective teaching. Therefore, the lesson in class is more interesting and the knowledge can be transferred well. The teachers can follow the principles of effective teaching explained by Howard. They include mastering the material, loving to teach, knowing the children, using a variety of methods in teaching,



teaching only the subject mastered by the teacher, preparing the material and a plan before teaching, giving support and praise to the students is better than criticism, reminding the last material (Howard, 1968: 19-20). These points can help the teachers to make an effective teaching. The teachers must evaluate regularly their teaching method. The evaluation can help the teachers know whether their teaching effective or not. It also helps the teachers to improve their professionalism in teaching.

Motivation is also important in teaching. There are two kinds of motivation such as intrinsic motivation and extrinsic motivation (Brown, 2001: 76). Intrinsic motivation comes from students self. It is the most powerful motivation because in their mind, they want to get high degree and satisfaction. They will do something to reach what they want. They will have high enthusiasm to join the class. While extrinsic motivation comes from a reward from outside of their self such as money, prizes, grades and positive feedback. It can influence student's motivation because the students get praise and satisfaction toward what they do in class. This condition makes them to have willingness to be the best in every activity.

The teachers and the students are responsible to create motivation in the class. The teachers can show some creativity, desire to help students and give some positive rewards and praise. The students can improve their motivation by being interested in the lesson and willingness to get high degree and satisfaction.

## **B. Learning**

Stephen B. Klien in his book *Learning Principles and Applications* (1996: 2) defines learning as an experiential process resulting in a relatively permanent change in behavior that cannot be explained by temporary states, maturation or innate response tendencies. The definition of learning from Kimble and Garnezy in Brown (2000) is a relatively permanent change in a behavioral tendency and is a result of reinforced practice.

Another definition comes from Brown. Brown defines that learning is acquiring or getting of knowledge of a subject or a skill by study, experience or an instruction (Brown, 2000: 7). Brown breaks down the components of the definition of learning into seven such as getting information, remembering information or skill, remembering a way of getting experience indirectly, doing something to get experience, having long-term memories, getting experience and changing the behavior.

From the definition above, it can be concluded that learning is a process of getting knowledge by doing some activities so they have new experience that can change their behavior. They also have long-term memory about their experience.

### **C. Teaching Young Learners**

To teach young learners, the teachers should know the characteristic of young learners. Knowing the characteristics of young learners, the teachers can

make a good plan and can solve the problems in teaching. According to Endang Fauziati (2007), there are three characteristics of young learners. They are:

1. Children like playing

Children love playing and do like playing. They want to do something by playing. For this reason, they enjoy and interest to do some activities by playing.

2. The children talk about 'Here and Now'

Clark and Clark (1977:322) in Endang Fauziati say that adults talk about the 'here and now' of the child's world to the children. They support children to move on and make their attitude truthful by correcting them. It means the children like to do some activities about real things and surrounding them in every day context so they can understand easily. In doing activity, the adult's duty is guiding and helping what they do.

3. Association and Memory

Ernestova (1988: 278) in Endang Fauziati says that children understand and save the meaning better when they have seen some objects related with it. For this reason, the teacher should take the students to real life situations. The visual aid can help in teaching process such as pictures and their images. They learn language from what they hear and what they see. Real life situations and pictures can help to understand the meaning for the children. Therefore, they keep new vocabularies and the characteristics of things in their mind.

Young children usually have full of enthusiasms and energy (Scoot and Lisbeth, 1998: 97). They have high spirit to do interesting something. They want to get new experience. Children also enjoy in imagination and fantasy (Susan, 1998: 7). It means they have sense about their world. They like imagine something. Then they want to play with their imagination. The children also have short attention span (Brown, 2001:88). They are difficult to concentrate in class. They are disturbed by the others or bored with the lesson so they are busy with their imagination or busy to talk with their friends.

In school, the children want to get something new and meaningful in teaching. To make meaningful teaching for young children, according to Scoot and Lisbeth, the teachers should remember some points in their teaching to the young learners (Scoot and Lisbeth, 1998: 5-7). They are:

1. The teachers give explanation not only by using the spoken word but also by using picture or replica of object. It can help the children in their movement, senses and memory. They learn language by hearing voice and seeing object.
2. Some activities can conclude making up rhythms, singing songs, and telling stories. These activities can attract the students to study language. They play with the language and get experiment with words and sounds.
3. Facial expression and movement can help the children to understand the meaning of spoken word. The children can learn how to express something in conversation or reading a text. Therefore, reading and writing are useful activities.

4. A variety is needed in class such as variety of activity, variety of tempo, variety of organization, variety of voice. It can attract the children to pay attention in class. It makes them enjoy and creative.
5. The teacher has familiar rules, situations and activities because these factors make the children understand easily what they do. They can do well the instruction of teacher and the task.
6. The teachers not only give individually work but also group work. The children sometimes enjoy doing something in group. They can share experience and practice language indirectly. Thus, cooperation is also needed in teaching.
7. The teacher should not focus only in grammar. Generally, the children learn to know vocabularies and understand the meaning of word. They are difficult to learn grammar. Introducing some simple grammar is done if it is needed.
8. Giving formal assessment is good way to measure the student's ability. The teachers can measure the effectiveness of their teaching ways and the student's ability. The students can know their ability in mastering the material.

It can be concluded that in teaching young learners the teachers should know the characteristic of their students so they can make an available lesson plan for their students. The teachers also love to teach the young learners. By loving to teach young learners, they can teach well, can create interesting atmosphere, creative in teaching and can evaluate the teaching process.

#### **D. Teaching large class**

Having large class, the teachers usually have many problems. They get difficulties in managing the class and the students. In class, there are many students with different characteristic and ability. It is difficult to understand every student and make a good plan in teaching. Large class presents some problems such as getting difficulties in understanding the material to the students, getting less attention between teacher and student, getting less opportunities to speak for the student and getting less teacher's feedback (Brown, 2001: 196-197).

These problems have influence in success teaching. These problems should be solved. Therefore, teaching large class can run effectively and the knowledge can be transferred well. Harmer (1998), gives some suggestions to the teacher in teaching large class. They are:

1. The teacher can use worksheets for the whole class. Therefore, all the students can do the task at the same time.
2. The teacher gives pair work and group work as activities done in class.  
It is good way to maximize student participation and give good feedback.
3. The teacher divides the students into some groups. It is easier to do and control activities in class. Each group can participate well. The teacher is easier to check every group.

4. The teacher can optimize the duty of leader's group. The leaders can help to distribute and collect the task in class. Therefore, the noise situation can be decreased.
5. The teacher has to make sure that what they show or write can be seen and that what they say can be heard by whole group. Therefore, the information can be transferred and understood by the students.
6. The teacher should optimize the size of group. The teacher makes interesting activities to be done by all members of group. It can make the class situation warmer and funnier.

In teaching large class, the teachers should know the problems faced in class. They should evaluate the teaching process after they taught. By knowing the problems, they can choose the appropriate solutions. Therefore, teaching large class can run successfully.

### **CHAPTER III**

#### **DISCUSSION**

##### **A. The description of MI Negeri Sukoharjo**

MI Negeri Sukoharjo is one of Islamic elementary schools in Sukoharjo. It is located in 2 Seram Street, Sukoharjo. It is in behind Masjid Kota Sukoharjo. It was built on April 1 1931 by the government of Kasunanan Palace. The name of this school was Madrasah Diniyah " Mamba'oe 'Oeloem ". It developed quickly, and then it was established as "Madrasah Ibtidaiyah Negeri" on October, 1 1959 by Department of Religious Affairs.

MI Negeri Sukoharjo has multistoried building. It has three floors. It has many rooms. They are 18 classrooms for 1<sup>st</sup> grade to 6<sup>th</sup> grade, one headmaster room, one teacher room, one administration room, cooperation, four canteens, one health unit room, five toilets, one computer laboratory, one art room, one library, one language laboratory and one science laboratory.

MI Negeri Sukoharjo is an Islamic elementary school. In this school, religion subject is divided into six subjects. They are Aqidah Akhlak (learning the good Moslem behaviors), Fiqih (the law in Islam), Sejarah Kebudayaan Islam (the history of Islam culture), Qur'an Hadist (the understanding of Al-Quran and Hadist), Baca Tulis Al-Quran (learning how to write and read Al-Qur'an), and Arabic.

Madrasah Ibtidaiyah Negeri Sukoharjo has vision and mission. The vision of MI Negeri Sukoharjo is creating the generation who master basic of Islamic study, compete in Qiro'ah, pray diligently, and have noble character and high quality in achievement. The missions of MI Negeri Sukoharjo are:

1. Doing the high quality of education that has aim to achieve the academic and non-academic achievement.
2. Creating the teaching and learning process that makes accustomed to learn Al Qur'an and do The Islam Principles.
3. Creating the Islamic Characters which are able to actualize them self in society

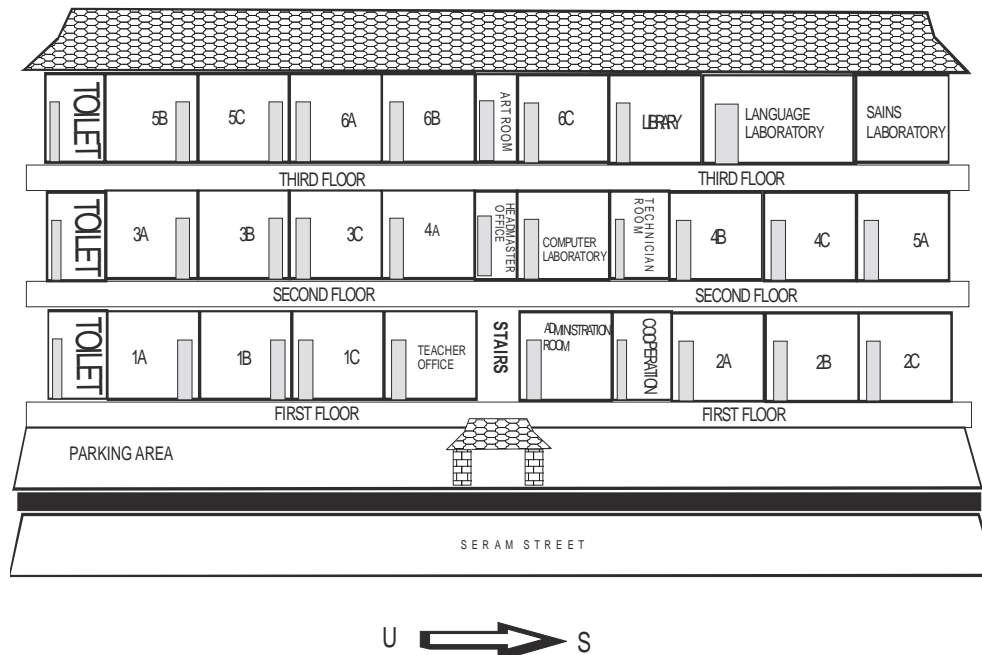


4. Increasing the knowledge and teacher's professionalism which are available with the development of education
5. Doing the management of Madrasah that is effective, efficient, transparent and accountable.

To improve the students' talent, MI Negeri Sukoharjo has some extracurricular. The activities are:

1. Boy scout
2. Drum band
3. Karate
4. Olympic class
5. English class
6. Arabic class
7. Science class

Below is the map of MI Negeri Sukoharjo:



Picture 3.1

## B. The Job Training Activities

### 1. Class Observation

During the job training, I taught 3A class and 4B class. I focused in 4B class as the main observation. The writer did the observation including the facilities and the teaching process.

4B is located in the second floor. It is on the left of technician room. There are 41 students in 4B; 20 boys and 21 girls. Inside the class, there are one fan, one cupboard, one whiteboard, one shelf, 21 tables for students, 41 chairs for students, one table for teacher, two chairs for teacher

and some pictures. This class is comfortable and clean. Every day some students based on cleaning group schedule clean the class.

English subject is taught once a week on Wednesday from 08.00 until 09.10 after doing Tahfidzul Qur'an (reading Al Qur'an together) in 4B. It means the time allocation is 70 minutes (2 meetings). To help the English teaching process, the teacher uses Active English 4 as a textbook and Al Karim as a supplementary book.

During the teaching process, some students did not pay attention when I explained the material. They were busy with their own activity or talked with their friends. When I reminded them, they were silent. Although I had reminded one student, not long after those other students did not pay attention again. However, some students had high enthusiasm to join the English lesson in class. They usually gave good response and did homework.

## 2. Lesson Plan

During the job training, I made a lesson plan. I made it before I taught the students. The lesson plan was arranged based on syllabus. The lesson plan was very helpful in the teaching process. I could plan what I did in class and managed the time. I could determine the purpose of teaching process in each meeting. Therefore, I could evaluate while the teaching process is available or not with the purpose of teaching process. I determined two skills in each lesson plan so one topic can be taught twice. Teaching two English skills is more effective than teaching four skills in one

time. Therefore, the students can practice well the English skills. They are also easy to master English skills.

The lesson plan consists of three parts. They are:

1. Pre teaching

In pre teaching, I gave greeting to the students in the beginning of lesson. I also reminded the last material that had been learned by them last week. This activity can increase their memory. Introducing the new topic is also done in this part.

2. Whilst teaching

In this part, I explained the material, gave the practice of English skills and gave exercise. I used Active English 4 as the main source book. During the teaching process, I used not only English but also Indonesian. It was done to help the students in the understanding of the material.

3. Post teaching

In this stage, I reviewed the material and closed the lesson. Sometimes, I gave homework and explained the homework

3. Teaching Process

- a. Teaching Listening

In teaching listening, I introduced and pronounced some new vocabularies based on the textbook. I did oral repetition continually until all of students pronounced well every word. I used picture as a media to help the understanding of the material and to attract the

students. Therefore, the students knew the meaning of words. I asked the students to give number under the picture in textbook's exercise.

b. Teaching Speaking

Teaching speaking is difficult. In English, the written and spoken words are different. Some students got difficulties to pronounce well a word. During this activity, I used the dialogues in the textbook. The students practiced the dialogue with their friends. They did dialogue about asking information where the public facilities are located with their friends.

Example: Could you tell me where the hospital is?

Sure, it's on Jendral Sudirman Street

I divided the students into 4 groups. Each group got public place picture and street card. The students getting the picture asked the information to the students getting the street card. Every group by turning did this activity. I also did drilling some words that were mispronounced by the students. Generally, the students got difficulties to pronounce, "Could". Some of them pronounce "could" as [kold] or [kuld] not [kud]. The students should repeat the dialogue for several times. Therefore, they pronounced and did the stress well.

c. Teaching Writing

Teaching writing is difficult. The students felt difficult to memorize the spelling of the words. They often opened their book. The students also got difficulties in arranging jumbled words. Most of them knew

the meaning of sentence but they were confused how to arrange some words into good sentence.

d. Teaching Reading

In teaching reading, I used simple text in the textbook. I read the simple text first then the students followed it. During this activity, I sometimes corrected the mispronunciation of words done by the students. After reading the text, I asked a volunteer to translate the simple sentence in text. Then, I corrected the translation if the translation was incorrect. Translation activity could help the students understand the text.

### **C. The Difficulties in English Teaching Process**

1. The difficulties faced by the students

a. Mispronunciation and writing

The students are familiar with Javanese and Indonesian. These languages have differences in English pronunciation and spelling. This condition made most of students do mispronunciation. Sometimes, they forgot how to pronounce a word although they did drilling for several times. The students also got difficulties in writing English words especially in doing jumbled words. Most of them knew the meaning of sentence but they were confused how to arrange some words into good sentence.

b. Less motivation

Some students felt bored. They were passive in class. Sometimes, they were not ready to study in the beginning of lesson. Some of them did not do the homework. They said that their homework were difficult, they had not time to do, etc.

2. The difficulties faced by the writer

a. Time management

I got difficulties to manage the time. The time was limited, but I must explain the material, do the practice of skill, and handle uncooperative students. I needed long time to handle uncooperative students and practice the skill. It was difficult to do exercise.

b. Handling big class

I got difficulties to manage the class because I had big class. I got difficulties to do direct eye contact and give feedback the whole class. Therefore, I could not see each activity done by each student.

c. Understanding the material

I got difficulties in speaking and writing teaching. Although I did the drilling for several times, some students were still difficult to pronounce well. They were still influenced by Indonesian pronunciation. Some students did not speak when practicing speaking skill.

d. Handling the students

Handling the students is difficult, especially handling uncooperative students. They made noise in class, for example, they talked with their friends, and they were busy with their own activity. My voice is not loud so sometimes they could not hear my voice. Therefore, I got difficulties to remind them.

3. The solution to handle the problems

a. The student's problem

- Mispronunciation and writing

The students should practice English continually and not give up learning English. The students also should pay attention in class. Therefore, they understand the material. To solve it, I did oral repetition for several times and corrected the mispronunciation. I also gave writing exercise to the students.

- Less motivation

The students should have high motivation to learn something in their self. The good spirit comes from inside. If the students have high motivation and have willingness to be better, English is easy to learn. Nevertheless, I also motivated them by giving good feedback or praise to them so the students got satisfaction and supported them to be better in other chance.

b. The writer's problems



- Time management

Limited time in teaching a big class was one of problems in the teaching process. To solve this problem, I had strategy if the plan cannot run well. I made another plan in each meeting. Therefore, the teaching process can run effectively.

- Handling big class

To manage big class, I often did activity in-group or in pairs. This way was more effective because I could give feedback and do direct eye contact to the students. Therefore, I could pay attention the student's behavior. This way made I were easy to correct the student's mistake and behavior.

- Understanding the material

In teaching speaking, I did the drilling continually for some difficult words when they practiced a dialogue. It can help the students memorize how to speak in a good way. In teaching writing, I asked the students to write the English words continually. It can helps the students familiar with English words.

- Handling uncooperative students

I should have a rule in class. If my reminder was not effective, I gave punishment to the uncooperative students. For example, if the students did not do a task in class or homework, the students should do it three times. Sometimes, I decreased their

mark if they often made mistakes in class. I also try to make the lesson more interesting. Interesting lesson can attract the students to pay attention. I also should have loud and clear voice. Therefore, the students hear what I say.

## **CHAPTER IV**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

From the discussions in the previous chapter, I can summarize the difficulties in teaching English to the fourth grade students of MI Negeri Sukoharjo. They are:

1. The difficulties in teaching English

- a. The student's problems

- i. Mispronunciation and writing

The students felt difficult to pronounce and write well English words. They also got difficulties in arranging jumbled words.

- ii. Less motivation

The students had less motivation to learn English. In class, they were difficult to concentrate.

- b. The writer's problems

- i. Time management

I got difficulties to manage the time. I spent the time to explain the material and practice English skill. I also needed much time to handle uncooperative students so the other activities were difficult to be done.

ii. Handling big class

Having big class the writer difficult to see what each student did all time. Giving feedback and doing direct eye contact were difficult to be done.

iii. Understanding the material

I was difficult to make understand how to speak English in a good way and how to write English words.

iv. Handling the students

Handling the students, especially uncooperative student was not easy.

2. The solutions to solve the difficulties

a. The solutions for the student's problems

i. Mispronunciation and writing

The students should practice English pronunciations continually. It made them easily to memorize English word.

ii. Less motivation

The students should develop their self-motivation because inside motivation can support them to do the best. The teacher also gave

spirit and good feedback to them. Outside motivation was needed to make the students more confident in doing activities.

b. The solutions for the writer's problems

i. Time management

I should make not only the main plan but also another plan before teaching. It can help me if the main plan cannot run effectively.

ii. Handling big class

I should make a strategy to handle big class. I can divide the students into some groups in giving assessment.

iii. Understanding the material

I should make the teaching process more interesting and creative. Therefore, the students have willingness to pay attention in class.

iv. Handling the students

I should make a rule in class. I can give punishment if the students make noise.

## **B. Suggestions**

1. Suggestions for the English teachers

The English teachers should make interesting and creative in their lesson. They also should improve their ability and their strategy in teaching. They can use a media to help the students understand the material.

## 2. Suggestions for the MIN Sukoharjo

MIN Sukoharjo should add media to help the teacher in teaching English. For example, bilingual (Eng-Ind) story books, cassettes, video, picture, replica, etc. These media can be used to give variation in the teaching process and attract the students to learn in class.

## 3. Suggestions for English Diploma Program

English Diploma Program should divide early the students into teaching, public relation, tourism and broadcasting. Therefore, the students can learn deeply and get many experiences in their field. The students also can do the job training well because they have good skill.

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